



Student Performance Diagnostic

Wyndmere Public School

Wyndmere School District

Mr. Scott V Strenge, Principal
101 Date Ave
Wyndmere, ND 58081-4100

TABLE OF CONTENTS

Introduction.....	1
Student Performance Data.....	2
Evaluative Criteria and Rubrics.....	3
Areas of Notable Achievement.....	4
Areas in Need of Improvement.....	6
Report Summary.....	7

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	The Student Performance Data document is attached. Other data documents have been attached to support the Student Performance Data Document.	Elementary Growth Report AYP1112 AYP0809 AYP1314 AYP1415 AYP1213 AYP1516 Wyndmere Student Performance Report GraduationACTEnrollment

Evaluative Criteria and Rubrics

Overall Rating: 4.0

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is well analyzed and clearly presented. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is substantially greater than what would otherwise be expected.	Level 4

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined.	Level 4

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

The elementary met AYP from 2007-2013. Two of the years (2010 & 2013) all of the third through sixth graders were proficient or advanced in the NDSA Math assessment. The only year the elementary did not meet AYP their Reading Composite Score was 94.66% and the Math Composite Score was 95.0%.

The high school met AYP from 2008-2013. The results from the first year they did not meet AYP in 2013-2014 NDSA were; Reading 95% - Math 93.18%. The 8th and 11th grade students scored 100% proficient on the 2015-2016 NDSA ELA assessment.

Both the Elementary and the High School have scored well above the state average on the new NDSA beginning in the spring of 2015 as compared to the state averages.

Describe the area(s) that show a positive trend in performance.

Wyndmere Public School is a high achieving school. It is a challenge to increase scores that are already very positive. Despite the positive scores it is our goal to maintain and improve where ever possible. Attention to the new NDSA (common core) has been the main point of emphasis.

HS ELA scored a composite 82% the first year (14-15) and showed a gain to 94% (15-16).

Elementary Math scored a composite 82% the first year (14-15) and showed a gain to 85% (15-16)

Which area(s) indicate the overall highest performance?

English Language Arts shows the highest level of performance for the High School.

The elementary is strong in both. In the previous NDSA (before common core) Mathematics was seen as the highest performing area. the new NDSA has both scoring about the same. (2014-2015 ELA 88% - Math 82%) (2015-2016 ELA 82% - Math 85%)

Which subgroup(s) show a trend toward increasing performance?

Subgroup data has not been available since the new NDSA began in the spring of 2015. AYP reports for the previous years show a positive performance by subgroups. Wyndmere has never had enough students to meet the requirement to count towards AYP.

When looking back to the old NDSA we find the following results...

Student Performance Diagnostic

Wyndmere Public School

High School

Economically Disadvantaged (Reading) 52.94% (2007-2008) 90.48% (2013-2014)

Economically Disadvantaged (Math) 58.82% (2007-2008) 95% (2013-2014)

Students W/Disabilities (Reading) 50% (2007-2008) 95% (2013-2014)

Students W/Disabilities (Math) 30.77% (2007-2008) 86.76%

Elementary

Economically Disadvantaged (Reading) 64.71% (2007-2008) 90.48% (2013-2014)

Economically Disadvantaged (Math) 82.35% (2007-2008) 95% (2013-2014)

Students W/Disabilities (Reading) 66.67% (2007-2008) 95% (2013-2014)

Students W/Disabilities (Math) 76.19% (2007-2008) 85.71%

Between which subgroups is the achievement gap closing?

Data would support (old NDSA) that all subgroups show achievement gaps closing.

Which of the above reported findings are consistent with findings from other data sources?

Our reading and math score findings are consistent throughout our state testing results and our STARS results.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

Expected levels of performance can be defined in a number of ways. If expected level of performance is based on a comparison to the state averages on the NDSA then the High School and Elementary do not have any levels that are below the expected level of performance.

When comparing the Math and ELA scores within our own district, the JH-HS Math scores are lower than the ELA scores. The scores for the elementary are fairly level.

Describe the area(s) that show a negative trend in performance.

Mathematics at the JH-HS level on the NDSA (common core)

*Only two years of data

Which area(s) indicate the overall lowest performance?

Mathematics at the JH-HS level on the NDSA (common core)

*Only two years of data

ELA at the Elementary on the NDSA (Common Core)

*Only two years of data

Which subgroup(s) show a trend toward decreasing performance?

*No data available

Between which subgroups is the achievement gap becoming greater?

No data available.

Which of the above reported findings are consistent with findings from other data sources?

Data resources for subgroups has not been available for the last two testing cycles.

Report Summary

Scores By Section

